

**MA History**  
**Annual Program Report**

<b>Year:</b>	2021-2022
<b>Program:</b>	History
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**Summary of Continuous Improvement Efforts since Last Report**

*Provide a brief description of how assessment results have been used for program improvement. Point to a specific example of how an assessment provided the program with data it could use for improvement and what that improvement was, if possible, also show evidence of the improvement. You may look at data from the two previous academic years to support this case.*

Respond here:

**1. Documentation**

The success rate (11.25/15) was 75% last year and went up to 80% this year. The ratio of those who scored 12/15 or better on the rubric was 70%. No actions plans were implemented. Graduate faculty normally do not consider citations rules as part of their duties.

**2. Historiography**

The success rate (11.25/15) increased from 25% (2020-2021) to 42% (2021-2022). The ratio of those who scored 12/15 or better on the rubric was 32%. A few years ago, a student self-assessment writing checklist and a historiography worksheet were introduced, but both were found to be utterly ineffectual because students ignored the checklist and filled out the worksheet erroneously. It was not enough to communicate the SACS committee's expectations in the form of written guidance. Ultimately, department-wide interventions are necessary. Faculty must teach students mandatory skills in all history courses they teach. Otherwise, students are not trained to think like historians.

**3. Communication**

No improvements were made in students' written communication skills. The success rate decreased from 88% (2020-2021) to 47% (2021-2022). No actions plans were implemented. Graduate faculty normally do not consider academic writing instruction as part of their duties.

**Program Highlights Since Last Report**

*Identify and briefly discuss any programmatic curriculum changes made since the last report (e.g. new courses, course changes, SLO changes, course deletions).*

There were no changes to our departmental curriculum.

**Table 1. Assessment Results and Analyses for Current Cycle.**

STAGE 1: PLAN				STAGE 2: DO		STAGE 3: STUDY
Departmental Student Learning Goal	Program Student Learning Outcome	Assessment	Assessment Method/Location	Benchmark Expectations	Data Results	Actions/Goals Based on Data Results* What do the data tell you? How will you use this data? How were data from the last cycle used to make changes during this cycle, and What were the results of those changes?
Documentation: student will provide appropriate citations for historical evidence	Master's students will demonstrate their mastery of the appropriate citation of sources and show competency in historical documentation.	10 master's student papers (three HIST 5305, three HIST 5335, and four HIST 5354 papers) from the spring semester were evaluated.	A committee of at least three graduate professors evaluate documentation in research papers from all master's students according to a rubric.	75% of master's student papers from the spring semester will display a high level of competency (75%; 11.25/15) in the outcome of historical documentation based on a 15-point rubric.	80% of papers demonstrated competency in documentation. The average of the scores the 10 papers received was 12.15/15. 100% scored 10 out of 15 or more on the rubric.	No improvements were deemed necessary.
Historiography: students will acknowledge competing views, analyze author's perspectives, and evaluate sources for relevance and reliability	Graduate students will be able to use and critique alternative historical explanatory systems and theories.	19 graduate student papers (nine HIST 5301, three HIST 5305, three HIST 5335, and four HIST 5354 papers) from the spring semester were evaluated.	A committee of at least three graduate professors evaluate historiographical skills in research papers from all master's students according to a rubric.	75% of master's student papers from the spring semester will display a high level of competency (75%; 11.25/15) in the outcome of historiography based on a 15-point rubric.	Only 42% of papers scored 75% on the rubric. But the average of the scores the nineteen papers received was 11.29/15.	The target was not met. In the spring, graduate course instructors would be encouraged to introduce a document-based question (DBQ), which would help students learn to compare different points of view about the past with the use of several primary or secondary sources.
Effective written communication: students will	Graduate students will produce written work that clearly	19 graduate student papers (nine HIST 5301,	A committee of at least three graduate	75% of master's student papers from the spring	Only 47% of papers scored 75% on the	The target was not met, but the committee gave priority to other academic needs, such as

improve their academic writing skills	demonstrates their proficiency in written communication.	three HIST 5305, three HIST 5335, and four HIST 5354 papers) from the spring semester were evaluated.	professors evaluate historiographic al skills in research papers from all master's students according to a rubric.	semester will display a high level of competency (75%; 11.25/15) in the outcome of written communication based on a 15-point rubric.	rubric. But the average of the scores the nineteen papers received was 11/15. 89% scored 10 out of 15 or more on the rubric.	historiography. It was risky to create too many new action plans simultaneously. Besides, skills in written communication were hard to improve.
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**Table 2. Continuous Improvement Results Since Last Report**

<b>Stage 4: ACT</b>		
<b>Actions/Goals Based on Data Results</b> <i>*Copy last cycle's actions/goals and report on progress toward continuous improvement on those here.</i>	<b>Status</b> <i>C=Complete P=Progressing N=No Action Taken</i>	<b>Discussion of Status</b> <i>If C, describe efforts that led to accomplishment of actions/goals. If P, provide update on progress made toward accomplishing actions/goals and what tasks remain If N, discuss why action toward accomplishing actions/goals has been delayed and what work will be initiated toward accomplishment.</i>
Asking graduate faculty to work with students	P	Faculty were willing to work with their students, but it was not easy to get real results. It took immense dedication and hard work to pay meticulous attention to student work. We need successful collective actions, instead of simply relying on individual efforts.
Lowering assessment standards	C	It became easier to meet our assessment targets.